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ABSTRACT

Twenty-six specific examples of change in classrooms as the result of teacher center activities in Vermont are presented. Examples illustrate the effects of cooperative learning, peer tutoring, field trips, and other approaches to teaching. Other unique teaching methods have resulted from work with staff and teachers in various teacher centers. Teachers serving as consultants to other teachers also generated some creative ideas. These activities not only created a supportive atmosphere among teachers but also helped the students as teachers developed professionally. (CJ)

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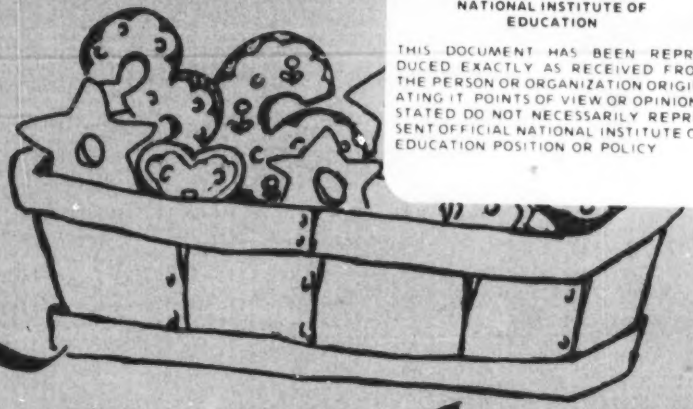

A Double Baker's Dozen

26 examples of change in classrooms as a result of teachers helping teachers in Vermont

SP 017 173

Prepared and edited for the Department of Education by Heidi Watts.
Layout and design by Casey Junker.

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INTRODUCTION

Our first edition of The Baker's Dozen presented thirteen specific examples of change in classrooms as the result of teacher center activities in Vermont. In this edition we have carried the idea further by presenting twenty-six specific examples of change in classrooms as the result of teachers helping teachers.

Some of our examples are drawn from the consulting teacher program which is sponsored by the University of Vermont. Some illustrate the effects of cooperative learning, where students in small groups assume responsibility for learning a particular skill or studying a particular subject. Working together they teach each other, gaining in specific skills, and learning to respect and help each other. Others illustrate the work of consulting teachers in assisting teachers with peer tutoring programs--situations in which students tutor their classmates or other students who are younger than they. Peer tutoring fosters learning two ways, increasing self esteem and specific skills in both the one who tutors and the one who is tutored. Since we had many more examples of consulting teacher work than we could use we are listing contributors on a separate page and hope that you will get in touch with them if you are interested in doing similar work.

We also have examples of classroom changes as the result of work with staff and teachers in three teacher centers: The Washington West Resource Center, The Goddard Teacher's Center and the Mountain Towns' Teacher Center. Two of our examples are drawn from district sponsored in-service programs which featured teachers helping teachers. In this context we should also mention Vermont's Resource Agent Program, a fine example of the kind of in-service work which, like peer tutoring, is of value both to the giver and the receiver. RAP agents, practicing teachers with a special skill to share with other teachers, receive recognition and an opportunity to articulate their work; schools that engage RAP agents have an opportunity to learn new approaches to work with children, from practicing teachers, but adapted to their own settings. Look for more of these stories in our next edition!

Finally, we have a few examples which don't seem to fit into any category at all--they seem to have "just happened," springing out of the enthusiasm of teachers and their concern for children, and facilitated by supportive administrations. In our next edition (not Another Baker's Dozen!) we would like to look at the important role principals play in promoting the professional growth of teachers--with direct and happy results for children. We are also interested in other in-service programs particularly designed to utilize the special skills of teachers, and we are always interested in the unusual, the unexpected, the chance remark in the hallway that reverberates

in fresh and stimulating activities for children long after it has ceased to echo in the corridor. Please let us know what you are doing in staff development, in in-service, and in professional growth activities that come through well for children.

Heidi Watts
Mountain Towns Teachers' Center

Children's work is enriched by new approaches to work with geometry, puppets, film, computer...

An in-service day for teachers and by teachers

The Windham Southwest Supervisory Union encompasses 100 square miles and approximately 100 teachers--one of the most rural areas in what has been called the most rural state in the Union. When schools are small and widely separated it is difficult for teachers to get together, and when they do get together there are seldom more than two or three teachers in a given field.

When we began to plan for an all-district in-service day we were confronted with two challenges--how to design a program to meet the needs of this small but very diversified group of teachers, and how to do it with very little money.

We solved both problems by looking within, rather than without for the resources we needed. We planned a day which included many choices and a great variety: two presentations, lunch and 18 different workshops, a choice of nine in the morning and another nine in the afternoon. Of these 18, three were offered by state consultants, two by RAP agents and eleven by local teachers. Lynn Pancake from the Whitingham high school demonstrated the use of the computer, Connie Kimball showed some new ways to work in geometry, Marcy Greenberg taught puppet making, Chuck Crowther showed films and led a discussion of their classroom use, Helene Mello and Pat Copple shared what they had learned and adapted for working with the gifted, and so it went, teachers sharing their good ideas with other teachers in a program that was widely praised and appreciated.

Dr. Ralph McLean - Superintendent - Windham Southwest Supervisory Union

Teachers learn from each other; teachers learn how to present and share their special expertise.

Children in one school gain from the special expertise of teachers in another school

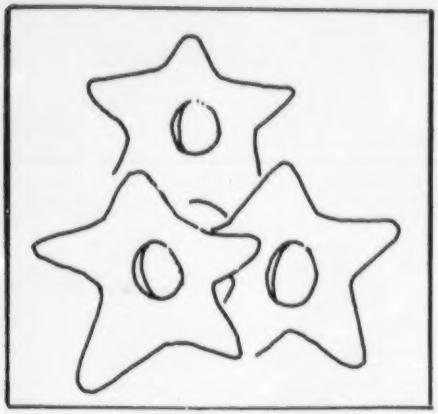
For the last two years the Windham Central Supervisory Union has sponsored an educational fair as part of their in-service program. The idea, originally conceived by a coordinating council of teachers composed of a representative from each school in the district, has been supported and extended by the district's administration.

The fair is held in a large room at a local ski area gaily decorated with children's work, posters, displays and booths. Each school chooses one area to feature: creative writing activities, mapping, etc. and there are booths or presentations for special programs as well. Video-tapes of children at work and make and take workshops add to the variety. At the second fair both elementary and secondary teachers arranged displays to illustrate the continuity of the curriculum.

The fair offers an opportunity to discuss activities, see samples of children's work, collect hand-outs to carry away, and all of this in an atmosphere of sharing and caring. Lunch provides a further opportunity for these teachers from small rural schools to meet and exchange ideas.

David Morse - Superintendent - Windham Central Supervisory Union
Tom Lewis - Assistant Superintendent

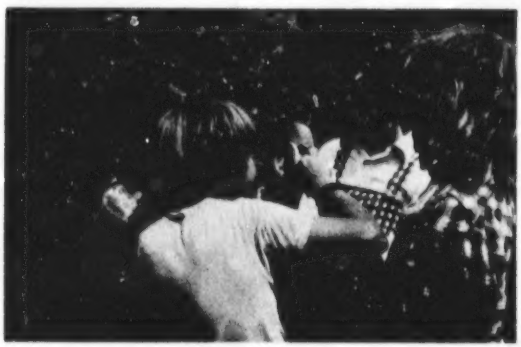
An Educational Fair provides an opportunity for Teachers to trade ideas



Free field trips teach children more about their own environment.

The Goddard Teachers' Center has made us much more aware of ways we can use the environment around our school in all our subjects. A Teachers' Center team came to Woodbury School and took the teachers on a tour of the beaver pond a few yards beyond our school building. They pointed out methods of getting the children to think about and appreciate their everyday environment. Although the children had seen the beaver pond before, they had never realized how much activity was going on so close to their school. This will be just the beginning of our many free field trips. We are planning to continue and expand our agenda to include studying rocks, trees, flowers, shrubs, insects, animal tracks and birds this spring.

Marilyn Hill - Fifth-Sixth Grade Teacher/Principal -
Woodbury Elementary School



Teachers discover another classroom — outdoors.

The students knowledge of metrics increases because of the enthusiasm and creativity generated when two educators work together

As a beginning teacher, I found the Washington West Resource Center and its staff indispensable. I wanted to make learning in my classroom an exciting adventure for my students, but I lacked a stockpile of ideas and materials.

I was especially concerned about teaching metrics. That's where Jean Eisele and the Center came in. Jean very creatively handled the initial whole class introduction of metrics. She and I have been adding to it weekly. We sat down together and developed a learning center on metric measurement complete with lots of hands-on materials and activity cards.

My students have really taken off with it. It has enabled them to investigate, experiment, and learn on their own.

Michele Mailhot - Sixth Grade Teacher - Duxbury Elementary School

A Teacher Center staff member & a teacher introduce metrics to sixth grade students

Children's work improves as they work together

George Carpenter and Dianne Berry, Consulting teachers for the Bennington-Rutland Supervisory Union hosted a workshop on techniques for employing cooperation, competition and individualization at all age levels to improve basic achievement and self esteem. Cooperative learning was modeled and alternative goal structures were incorporated to show how teachers can use cooperative learning within the classroom situation, especially to help implement mainstreaming programs.

This workshop was run through the University of Vermont and conducted by Roger Johnson during an all day reading conference in the district. Teachers attended one of two follow-up sessions offered in the summer and the fall.

As a result of this program, the teachers not only had a new theory to try out, but a well-organized system of how to develop, implement, and monitor a program that they had seen work with peers in role-playing situations -they had lived it!

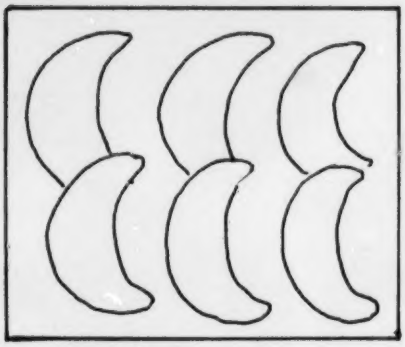
"The cooperative learning workshop was one of the most valuable courses I have taken. It gives me a method of teaching which really works--and can be justified with written documentation.

"I am using cooperative groups in reading, science, and social studies."

A group of readers who have been tested as being one year behind in reading skills, met with me for instruction and then in small groups to pool their knowledge. Documentation of their work shows their work is better when working cooperatively. Self confidence has improved. Responsibility for each other's learning has established good peer relations.

Phyllis Warren - grade four - Manchester Elementary

Teachers learn to organize cooperative learning groups from consulting teachers.

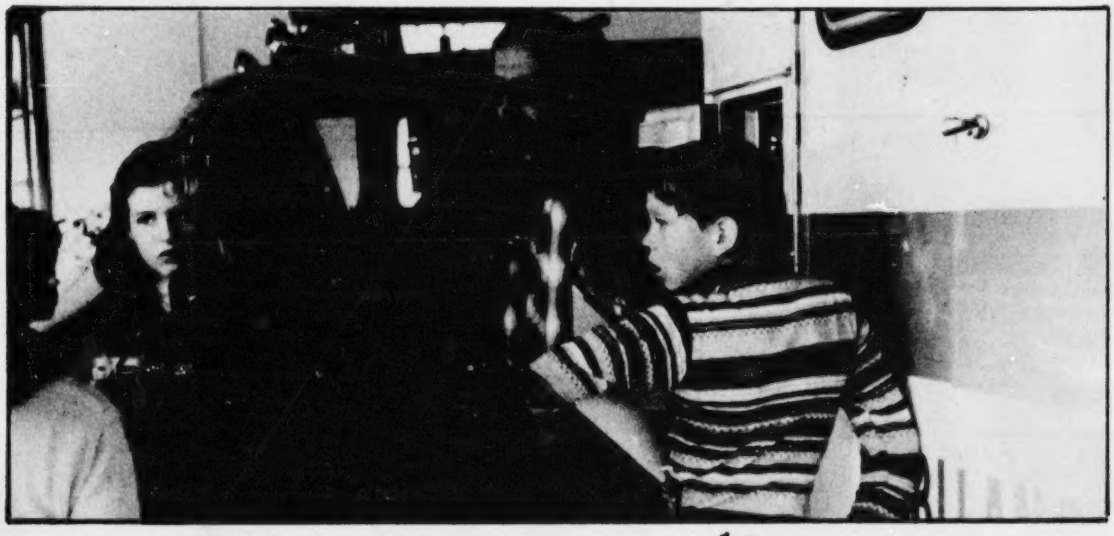


From birth to death through chemistry to history, sixth graders study the human body.

From a conversation in the staff room between a science teacher and a sixth grade teacher a wonderful unit emerged integrating science and social studies, in a study of the human body.

"Initially we had been working on chemistry and swung into testing foods for the major food groups, sugars, fats, proteins and starches. This led quite nicely into what sorts of foods we eat, then into the digestive system, and from there to the circulatory system.

However, we knew that diagrams and the naming of parts does not a person make, and we felt that at this age they needed a *total* picture of this human body that they were beginning to understand physically, has feelings, psychological needs and a beginning and an end. We looked around our small community of 2,200 persons for places where we could take the children to further their understanding of life, in more than a biological sense.



A visit to Rescue demonstrated initial first aid. The Bennington hospital visit showed how rehabilitation aims not only at aiding persons with permanent or temporary disabilities but also points out the wonderful recuperative powers of the human body.

Since man is not immortal and death is as much a part of life as birth we introduced both subjects. We gave an overview of cell division, genetics and reduction division, embryology, maturation and death. Then, after much thought, we firmly agreed that there would be a great deal of value to sixth grade students in visiting a funeral home. Fortunately, we have a marvelous young person as the local funeral director. He shows the children how he helps families of the deceased by handling the funeral arrangements and asking what types of things they would like to do for their loved ones. Death is always a traumatic experience for those left behind. Its effect can be quite profound but by understanding it biologically and then being able to see how it is dealt with psychologically and culturally a number of questions are answered at a time when death is not a threat to the child. He is able to ask many trivial questions that, of course, are not really trivial.

Graveyards and tombstones naturally follow from this visit and a graveyard is full of history. Wandering through your town's final resting place for its elders is a wonderful takeoff point for moving into local history.

This could go on and on!

Barbara Cole, Pat Copple - Deerfield Valley Elementary School - Wilmington

Teachers working together create a wide-ranging study

Students have a fuller appreciation of group processes, leadership, and sharing resources.

The average classes at Mt. Anthony have traditionally been very large and with the greatest diversity of abilities. The consulting teacher with the social studies teacher, Charles Webster, instituted cooperative learning groups to improve human relations in the classroom and to teach group processes. They hoped the cooperative learning groups would increase achievement and interest in the social studies class, as indeed they have. They report some very exciting experiences with this group of young adolescents who can be extremely difficult to understand and communicate with. The teacher learned another strategy to use, not only in this class but in others as well. The kids' responses have been very positive. They come in saying, "Can we work in groups today?"

Merry Gallagher - consulting teacher
Charles Webster - social studies teacher
Mt. Anthony Union Junior High School - Bennington

A teacher learns the skills necessary for setting up cooperative learning groups.

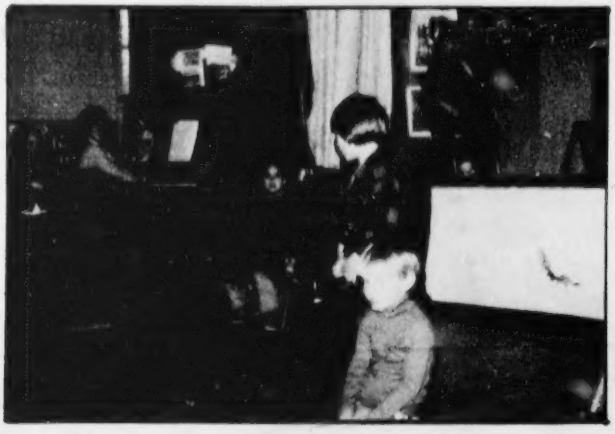
Kindergarteners learn about creative dramatics and practice their skills in a class play.

Dorothy Robson's kindergarten class in Pittsfield, Vermont is composed of six lively children. Stationed in the Town Hall, with learning centers, art displays, and snack tables that all have to be moved at a moment's notice, the class thrives on a daily diet that includes a good deal of musical activity. Since she has a strong background in music, Dorothy wrote and received funding for an Incentive Grant to compose a musical play suitable for production by kindergarteners and 1st graders. (Incentive grants of around $300 are awarded by the Washington West Resource Center to teachers for a particular project of their own creation.)

Sometime after Dorothy's award, I told the story of *Tikki-tikki-tembo** to her class. Several weeks later, on my regular visit to Pittsfield, Dorothy told me that she had decided on the tale of the little Chinese boy with the ridiculously long name as the story for her play. She showed me what she had composed thus far, and there before my eyes and ears, my told story took the form of music, with rice cakes and dragons all dancing in a five-tone scale. To me, this was the coming together of many things--among them a creative teacher and her teachers' center.

(* *Tikki-tikki-tembo*, by Arlene Mosel, Holt, Rinehart & Winston, 1968)

Dorothy Robson - Kindergarten - Pittsfield



An incentive grant & storytelling by a teacher advisor come together to make a musical play.

Children benefit from teachers who know more about individualizing and explanatory activities.

A course, sponsored by the *Essential Early Education Program*, is the joint effort of the speech and language pathologist and the program director. The course provides a working knowledge of how children develop through different stages and phases of growth; it also gives teachers a number of specific ideas, strategies, curriculum plans, etc. to help them in meeting the individualized needs of their children.

Following the course, the instructors offer classroom consultation in the early childhood centers. This program ensures the special needs children that they will receive the assistance that they deserve; additionally, it gives all children the good start that they need in their formal educational programs.

Teachers no longer feel that they are working in isolation; the cooperative effort in this program provides for new instruction, but, equally important is the new sense of professional purpose that develops on the part of the teachers.

Mary DeBey - Consulting Teacher and Learning Specialist -
Addison Rutland Supervisory Union

Teachers gain a new sense of professional purpose.

High school students learn by teaching. Elementary school students, with their help, improve in math.

TRAINING AND MONITORING OF PEER AND CROSS-AGE TUTORS

Consulting Teachers and regular classroom teachers in Barre City Schools designed a practical, step-by-step approach to peer and cross-age tutoring.

The tutors, high school students, were given a competency based introductory course in "Applied Behavior Analysis" which was taught by the consulting teachers. This included demonstrations and explanations of direct instruction techniques, including clear instructional presentation, modeling, prompting and effective correction procedures. As a practical assignment, the high school students were expected to tutor an elementary student on a regular basis for the entire school year.

Prescriptions, including entry level and objectives, were written for each tutor by the elementary principal, consulting teachers and classroom teachers. The high school tutors were encouraged to find new ways to help their tutee learn as well as to provide reinforcement programs to increase learning rate. Progress was charted on the basis of the Barre City Math Minimum Objective System.

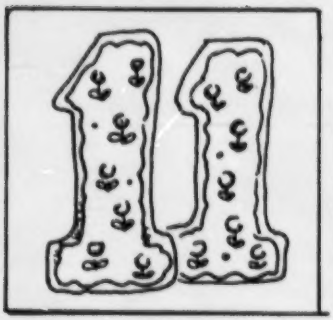
Teachers monitored the progress of their tutored students. Suggestions for program changes and additions were based on the rate of skill acquisition. Data was kept by tutors daily, and compiled monthly for the teachers, consulting teachers and principal.

Quotes from High School Peer Tutors in regard to their workshop and tutoring experiences:

"It's a great experience."
"I learned a lot from it."
"Our hats are off to all of you - Thank you."

Barre City Schools

A principal, consulting teachers, classroom teachers & high school students all work together.

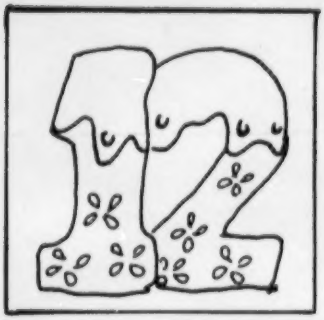


Through peer tutoring students learn study skills in spelling.

Teachers from the Burlington High School attended a workshop on introducing a three-step spelling plan called ASPIRE. They then modified the plan for their individual classrooms. After the workshop the consulting teacher spent two weeks in their classrooms, training teachers and students in a peer tutoring program, using either assigned spelling words or words misspelled from the students' own compositions. The teachers acquired a specific strategy for teaching youngsters to be peer tutors, and the students learned specific skills for mastering spelling and vocabulary.

Evie Cater - consulting teacher
Jane Cross, Joan Aichroth - teachers - Burlington High School

A workshop and consulting teachers train other teachers for a peer tutoring program



Students enjoy writing. They are more satisfied with their papers because they now have a sense of control over their own writing.

Three hours a day for three weeks small groups of teachers experienced all the aspects of the Vermont Writing Program, at the University of Vermont.

Ten minutes of uninterrupted writing daily was a good warm-up for the writing process. For fun, some of us tried modeling each others' journals--a technique the students use quite naturally as a means of improving their own writing.

Brainstorming--or listing ideas for subjects, and specifics for our papers--was a laborious but rewarding process. Those students who painstakingly use brainstorming regularly have said it is the key to their own writing improvement.

We wrote and conferenced, rewrote and conferenced, and revised and conferenced again. We soon discovered that revising our writing was much easier than mastering the skill of effective discussion of another's paper. However, we did find even our own amateur conferencing with each other did help us improve our writing. As we better our own conferencing techniques, we teach the students how to conference.

The Vermont Writing Program was superb in helping us discover the complex interaction of processes which result in well written papers. Since we now understand the process and can guide the students through it, we have found at last that we can improve student writing and, perhaps more importantly, student attitudes toward writing.

Dorothy O. Naylor - East Montpelier Elementary School

Teachers learn skills for writing & pass them on to students in the Vermont Writing Program

13

Children see their own writing and their teachers' writing in a real newspaper.

In four full pages, *The Penny News*, like any newspaper, full of articles, news stories, poetry, recipes, classified ads, pictures and features has appeared five times this year as an insert in *The Valley News*, a weekly newspaper for the Deerfield Valley area. All the writing in *The Penny News* comes from children and their teachers.

The idea of *The Penny News* began originally with Don Albano, publisher of *The Valley News*, and he has been its guide, supporter and publisher ever since. Some of the teachers at The Mountain Town's Teacher Center, excited about the possibilities of a home-grown newspaper, formed a small advisory group under the direction of Lynne Sullivan to decide how the paper should be organized and to encourage writing for it.

Two students from the Whitingham High School have helped with the lay-out of each issue, and learned how a newspaper is put together. *The Penny News* offers an audience for student and teacher writing; it gives the wider community an opportunity to see their work, and it is useful as material for discussion in classrooms.

Lynne Sullivan - Mountain Town's Teacher Center - Wilmington,
Don Albano - publisher - *The Valley News* - West Dover

Teachers have an outlet for their writing & a newspaper to use in the classroom.

Children learn & practice photography with cheap & readily accessible materials

Krista Cowles attended a workshop on pinhole photography offered by the Goddard Teachers Center. The participants were taught how to develop and print black and white film in the Center's darkroom, which enabled Krista to document her pinhole project with second and third graders with their own pictures. Some time after Krista's own project she went with a Teacher Center staffperson to assist an art teacher in another school with a similar project.

"It seemed so magical that an ordinary right-off-the-shelf box could be easily turned into a camera. After the workshop I took my pinhole camera and pictures to show my second and third grade students, and met with disbelief and awe."

"They began to collect oatmeal boxes, for their own project. When the 'Big Day' arrived, the art teacher, a staffperson from the Teacher Center and two interested townspeople came to help out. The next day we loaded our cameras in a large box turned camera obscura/darkroom and developed and printed our pictures in two afternoons. When we displayed our cameras and pictures the kids had a very hard time convincing others that they *really* took those pictures with oatmeal boxes."

Krista Cowles - Second Grade - Twinfield Elementary School.

What one teacher learns about photography was shared first with children, and then with another teacher.

Children learn story elements & sewing skills through puppet-making and puppet plays.

We were looking for an exciting way to present the various elements of a story. We asked ourselves what goes into writing an interesting story. After some research we decided that nearly every story has main characters, a setting, the character usually has a problem, he/she must solve the problem and, generally, the main character learns something from his/her experience. During this time we were studying Pompeii and mythology. We knew that children loved to act and they enjoyed animated characters for entertainment. With all this in mind we decided (with the help of Chris and Oliva from the Goddard Teachers' Center) that puppets would be an excellent vehicle to help the students understand the elements of a story and at the same time create their own myths and produce them as puppet plays.

We spent an afternoon at the Teachers' Center making several different kinds of puppets. In turn we showed the students the puppets we had made and we asked them to choose a type of puppet they would like to make. We all had great fun making the puppets. We learned how to use needles and thread and practiced our sewing skills.

Next the students worked together in small groups creating their own myths. Oliva suggested that the students form a basic theme for their stories and improvise during their performances and not write a script to follow. We found this to be an excellent suggestion because the students were not tied to a script they had to memorize. Their performances were marvelous.

The puppet experience was such a big hit that many students wanted to give performances to the class on a regular basis. Now, nearly every day, we are treated to student puppet plays, plays and dances. The puppet plays also carried over into our ocean study. The teachers used puppets to present a lesson in the ocean food chain. Later the students created spin-offs on this theme and made up their own puppet plays.

This has been an exciting learning experience for both teachers and students. We found the possibilities for using puppets in the classroom are limitless.

George Olsen and David Kelman - Fourth Grade - Berlin Elementary School

Teachers learn to teach through puppets with the help of Teacher Center staff.

Children get extra & specific help during study periods

The resource room provides students with learning difficulties the individual attention needed to master certain basic skills in reading and math. The consulting teacher helps the regular teacher plan a curriculum for his/her class. As students encounter problems in the classroom the resource teacher is notified and works on the specific skill needed by the student. The student receives the help during his study period and attends the resource room until the skill is mastered and the regular teacher benefits from the assistance provided by the consulting and resource teacher.

Much of this extra help is geared towards what is being taught in the classroom. The students now tend to have a more positive attitude towards attending the regular class.

Terence Keating - Bellows Free Academy - St. Albans, Vermont

The teacher with the help of a consulting teacher, plans special work for students.

Children experience the craft of poetry and publish an anthology of their poems.

All seventy-four sixth graders have the distinction of being "published" in a book of their own poetry, thanks to the invaluable assistance of the Resource Center's program facilitator, Michael Carrino. *This Place, This Time* was the culmination of four one-hour weekly workshops in three classrooms conducted by Mike in conjunction with a unit on creative writing.

Not only did Mike present the students with the basics in meter and rhyme, he also helped with suggestions and proofreading. Most of all, however, he arranged for the printing of the book.

One only had to view the expressions of these students' faces the day they took the book home to know what a gratifying experience it was for all concerned!

Becky Cassidy, Phyllis Guptil, Marge Vinton - Waterbury Elementary School
1980

A staff member from a teachers' center and three sixth grade teachers plan and present a creative writing unit.

Children gain a better understanding of classmates with handicaps.

A child with severe speech and language disorders complicated by cerebral palsy was video-taped performing the various range of tasks which are usually a part of her speech sessions. Another child with a mild articulation disorder was also taped. Parents of these two children and their classmates viewed the videotape.

The tape was presented at a district-wide "sharing" day while the language and speech pathologist were available to discuss services to these children and services in general.

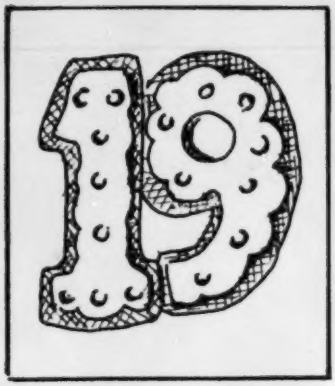
"The neat thing about it was that other teachers saw it--people who wouldn't otherwise have come in touch with such a handicap and they could see how we worked on it."

The videotape helped the other children understand the kind of service the language and speech pathologist provides and in this case they were given a chance to see the needs and accomplishments of their classmates.

It helped the teachers from these small schools gain insight into the possible range and severity of speech and language disorders. They made statements revealing a better understanding of the work of the language and speech pathologist.

Carol Dickson - Speech pathologist - Windham Central Supervisory Union

Teachers learn more about the work of the speech therapist.

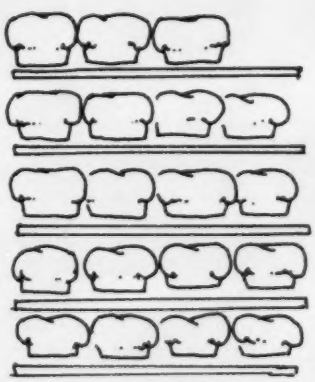


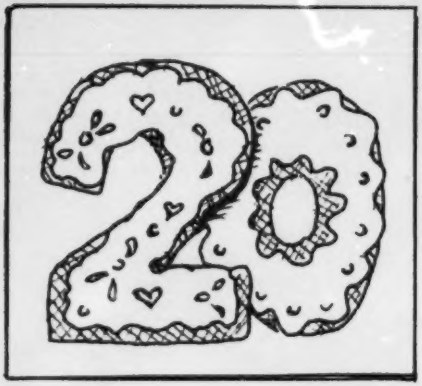
Children have parents who can provide support, who understand what their children are learning, and who can continue the program at home.

Education does not always take place within the classroom and it's not always youngsters who do the learning. Sometimes parents learn as well. That's what is starting to happen in Barre City, with a small group of parents and the school districts' educational specialists. This group is beginning to meet periodically to learn more about special education. By bringing the youngsters' parents together, the group feels it can provide support to make parents feel free to air their concerns, ask questions and learn more about what their children are learning. At the last meeting, educational specialists provided a workshop on I.E.P.'s, (individual educational plans), at the request of the parents. Parents said "I've signed many of these before (I.E.P.s), but I never knew what they meant until tonight." "Things are getting better. It used to be you talked to the school without being heard."

Suzanne Armstrong - Barre City Schools

Teachers, with the help of educational specialists, interpret I.E.P.s to parents.





Students know exactly where they are in Math

Under the direction of a Consulting Teacher (CT), math teachers, grades five through eight in the Orleans Central Supervisory Union have developed a three-fold approach to assist students advance in mathematics. One critical dimension involves students and teachers knowing exactly where students are in terms of skill and concept development. A second component entails grouping students in ways which maximize their progress. And for the District at large, this program enhances continuity and coordination of the entire math program.

Each student has a math progress card. These cards are reviewed when students enter the high school. Consequently students can choose math courses which match their skills, and needn't suffer the all-too-common experience of being assigned to math courses which are over their heads.

Because of this type of record-keeping system, which has been in effect for a five-year period, teachers are now able to reach more students with instruction which is appropriate to student needs.

Dave Unruh - Consulting Teacher - Barton School, Orleans Central

Good record keeping enables teachers to reach more students.

Preschool children receive help in day-care program and at home.

The "Day Care Project" provides mental health services to preschoolers within their regular daycare environment. The purpose is to intervene in the early educational/social setting for youngsters who may be in some trouble, behaviorally and/or emotionally. Because this program affects youngsters prior to their formal entry into public school--and within the normal preschool setting--these youngsters experience opportunities for positive growth which might otherwise be lacking.

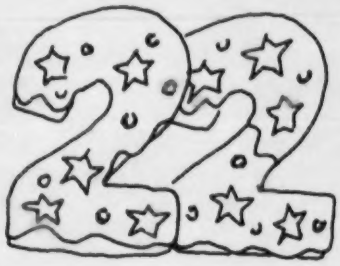
Much of the service is direct, with the special teacher working with children in the day care setting; but the service also involves the youngsters' home settings, where the teacher shares ideas and models behavior to assist parents as they seek to learn how best they can work with their own children.

This program minimizes the labeling stigma that often develops when individuals and families are treated in clinical settings.

The regular teachers in the day care setting benefit through the assistance provided them as they seek creative ways for handling some of their most difficult children.

Kristin Hawkes - Consulting Teacher - Director, Day Care Project, Montpelier

Teachers learn creative ways to work with difficult children.



Task analysis and individualizing enable students to catch up rapidly in math.

Basic Math students are students who are generally three to four years deficient in all math skills. They are now in an individualized Math Mastery program in which they must complete each skill with 80 to 100% accuracy before continuing to the next skill in the sequence.

The basic math teacher was in a course offered by the Consulting Teacher. Part of the course involved the rationale for mastery of skills. Other segments of the course included Task Analysis and writing Individual Learning Units. Mr. Stasiswski combined the three areas to provide an individualized program based on a task analysis of basic seventh grade math skills requiring mastery of each sub skill. Further, we made objectives from the Key Math test and matched the skills to the test. This prevents the need for re-testing each quarter.

"Task Analysis was the most important skill I learned. It has helped with all my classes and enabled me to take kids where they are. This has been somewhat of a revelation."

Ted Stasiowski - teacher
Merry Gallagher - consulting teacher - Mt. Anthony Junior High School

With the help of a consulting teacher, a math teacher learns task analysis.

From Molly Pitcher to molecules, sixth graders learn it first hand.

I knew I wanted my Social Studies and Science curriculum to revolve around a study of mass communications. I wasn't sure how to organize this. Wade Scherer, Resource Center director, sat down with me and helped me break this broad subject into workable topics: journalism, radio, television, and film. Together we flow-charted all possible ideas for exploring these topics, including language arts, history, science, and current events activities.

My class has studied each medium and acquired skills to aid in exploring other areas of interest. For example, a recent study of the American Revolution included the students' writing and taping radio news broadcasts for that period of time. They advertised 400 pounds of soggy tea for sale and Benedict Arnold's cheap spy services, interviewed Molly Pitcher and George Washington, and gave on-the-spot reports of Lexington and Concord.

Rachel Fightlin, field coordinator at the Center, comes for a weekly visit to our classroom. Rachel has helped outline a study of energy topics to continue throughout the year. A study of atoms included building models, and learning about nuclear fission. We were exposed to speakers, slide and film presentations on the pros and cons of nuclear energy, and the resulting stimulating discussions. The students feel that when Rachel visits, some unique experience is bound to occur.She has shared storytelling and has been a catalyst for creative writing.

The Resource Center Incentive Grants provided me an opportunity to write a small grant to develop a math manipulatives kit with activity ideas to use in my classroom. This allows substitute teaching reimbursement time for me to step out of the classroom, develop professionally, and bring kinesthetic exercises back for my students to profit from.

Ideas are easy for me to come by. It's organizing them and finding related multisensory teaching aids that becomes difficult. When I'm feeling I need support in any aspect of development, the Resource Center is the single most valuable place I can go.

JoEllen Tarallo - Rumney Memorial School - 1980.

A sixth grade teacher finds multiple ways to bring the Teachers' Center into her classroom.

Children master a basic competency with a special visitor, & have a mini-lesson in five subjects at once.

Using the opportunity for a visit from a Latin American as the chance for a creative learning experience, Pamela Jacques, a student teacher (Responsive Teacher Intern) at Chamberlin School in South Burlington, planned an exciting program. Through her faculty advisor at the University of Vermont, the student teacher was introduced to Maria del Carmen Calderon, a visitor from Costa Rica.

Planning in advance with the classroom teacher, Pam arranged for a joint session of her class and the neighboring class. One class did research on Costa Rica and prepared a summary sheet of pertinent information. Following the presentation by "Carmencita" (the Costa Rican visitor)--which turned out to be a mini-lesson in geography, history, sociology, political science, and art, the class was able to complete a dictation paragraph, one of the basic competencies required for that grade level.

Pamela Jacques - Responsive Teacher Intern - University of Vermont
Marguerite Paulsen and teachers - Chamberlin School, South Burlington

Teachers, student teacher and visitor, working together, create a complex and valuable lesson for youngsters.

Children write and produce their own play for Thanksgiving

One of the older boys in a one-room school, grades one through six, was looked up to by his school mates, but insisted on using his role to create fights and confrontations.

A group of six children from all grade levels with some speech and language dificulties were brought together to write their own play. The steps included: 1) deciding upon a theme; 2) writing the speaking part in an ordered fashion. This was done by children dictating speaking parts to the teacher; 3) practicing the play; 4) memorizing the parts; 5) creating and carrying out a fine performance and school party to celebrate Thanksgiving.

The presentation was a success with the parents of the actors and actresses in attendance. The older boy increasingly demonstrated a willingness to cooperate, to assist the teacher and to take on responsibility. The other individuals practiced and learned their parts by themselves and most were able to speak clearly and loudly on presentation day. All participants expressed pride and happiness about their work. All would like to do another play.

Along with meeting needs of the children, the play provided a forum for parents to meet, observe and feel pride in what their children were doing.

Nina Lynn - Special Education Teacher - Windham Central Supervisory Union

Collaboration between special education and classroom teachers brings success for children with speech & language problems.

"It's amazing to see how much the children learned."

Three primary teachers from the Berkshire Elementary School were given a day off from school to plan a bilingual unit on animals, as part of a Title VI project. Carol Story, the first grade teacher, Liza Alexander (second grade) and Pam Caldwell (kindergarten and French specialist) met at Carol's house and spent the day developing a unit to encourage language activities in both French and English and to develop social studies concepts.

"We brainstormed everything associated with animals. The subject organized itself naturally into farm, forest and zoo animals. Then we analyzed skill categories: language activities in French and English, encouragement for art and creative writing, listening skills. We worked out different approaches through games, bulletin board displays, tapes to listen to, trips and cooperative learning groups. Each of us took responsibility for one area but each of us got ideas from the others.

The unit turned kids on in a way that amazed us. They learned much much more than we ever expected. For example--they can describe a farm animal, how it uses its lungs, has four legs, needs the farmer to care for it; they know whether its born alive or from an egg, and how it's different from a forest or zoo animal. They can talk about the animals in both languages. Their conceptual understanding goes deeper and deeper the more we do.

Each time we do it we change it a little, as we learn more about what the kids can do. Now we meet before or after school before each section to talk over what we're going to do, but I don't think all this could have happened just in afternoons after school. We needed that first planning day; the continuity of time, the freshness from not having already spent a whole day with kids, the opportunity to have three heads working together."

Carol Story - Berkshire Elementary School
(Laurie Huse - pictures)

A planning day for three teachers produces an exciting bilingual unit.

OTHER INSTANCES OF IN-SERVICE PROGRAMS FOR TEACHERS HELPING TEACHERS

Corrective Reading Program
Mount Anthony Junior High School - Merry Gallagher - consulting teacher
Robert Lasker - reading teacher

Taping Text Books
Windham Central Supervisory Union
Nina Lynn - special education teacher

Conceptualizing a Sight Vocabulary
Windham Central Supervisory Union
Betty Ann Runge - special education teacher

A Management System for Math Skills
Barre City Teachers

Comprehensive Special Education In-service
Barre City Schools

Instructional Packets for I.E.P.s
South Burlington Middle School
Steve Preskill - consulting teacher
Cleland Selby - Lanugage Arts teacher

Behavioral Objectives in Math
South Burlington Middle School
Steve Preskill - consulting teacher
Richard LaGasse - math teacher

Red-flagged Minimum Objectives
Whitingham School
Lorraine Vanhagen - consulting teacher

Assessment Placing and Individualized Instruction
North Country Union High School
Marge Taylor - consulting teacher
Paul Majer - seventh grade math teacher

Peer Tutoring for Word Recognition
Montpelier Public Schools
Kristin Hawkes - consulting teacher
Carmelita Brown - teacher

Paraprofessional Participation in an Interdisciplinary Special Education Team
Central Vermont Head Start
Jim Squires - coordinator

Workshops in Bookmaking
Goddard Teacher Center
Sue Carminati - grade five teacher

Individualized Instruction for the Early Childhood Educator
Addison Rutland Supervisory Union
Mary DeBey - consulting teacher

Cross-age Tutoring
Georgia Elementary School
Virginia Blass, Dayl W. McQuinn - consulting teachers

Corrective Reading Groups
Essex - North Supervisory Union
Terry Hurlbert - consulting teacher